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ABSTRACT

Books, articles, periodicals, and other publications in this annotated bibliography deal with adult education in rural areas in Great Britain. Items are grouped into the following areas: (1) publications on rural life of significance in the study of adult education in rural areas; (2) rural adult education in the context of general educational provision; (3) general works and articles on adult education which include a treatment of adult education in rural areas; (4) works and articles dealing specifically with adult education in rural areas; (5) the responsible bodies; (6) the local education authorities; (7) voluntary associations and institutions--general, the National Council of Social Service, rural community councils, village halls and community centers, women's institutes, Dartington Hall, Avoncroft, young farmers' clubs; (8) the arts in the countryside--general, drama, music; and (9) broadcasting and television. An index of authors is provided. (KM)

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A Bibliographical Guide to Adult Education in Rural Areas, 1918 - 1972

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Introduction

(*The numbers in heavy type give the page numbers for bibliographical details of works and articles referred to later*).

The primary aim of this bibliographical guide is to assist those who wish to undertake research into adult education and cultural activity in rural areas, but it should also be of interest to those engaged in teaching, organisation and administration. It contains brief details of the great majority of books, pamphlets, reports and articles published between 1918 and 1972, which deal wholly or in part with adult education in rural areas. Only publications which have been seen are included and that it is not wholly complete is a result of the fact that some minor ones have proved untraceable.

Although thus compiled in detail certain limitations have been imposed on its scope. One is that it excludes most publications which deal solely with agricultural education. These are regarded, in accordance with the decision of the de la Warr Committee of 1958 (14), as dealing with a particular branch of technical education. Adult education, on the other hand, is interpreted as meaning education which is concerned with cultural and recreational studies, or activities which are pursued because they are interesting in themselves, or which provide for the improvement of general education, or which deal with men and women as members of the community. There is no certain borderline between adult education so defined and technical education and, therefore, a few reports on agricultural education, for reasons which are given, do find a place.

Contrary to the practice of the majority of works on adult education publications relating to the arts in the countryside are included. This is because, as E. S. Haldane observed (19), adult education in the countryside has always been regarded as 'education in its widest sense'. The first substantial treatment of the subject, by the Adult Education Committee of the Board of Education in 1922 (19), illustrates this: it deals not only with formal adult education through the provision of classes but also with Women's Institutes, Village Clubs, Rural County Councils, and Drama and Libraries. 'Adult education in its widest sense' also includes the regular but disconnected talks given to Women's Institutes and many of the activities of Rural Community Councils and Young Farmers' Clubs. The Rural Community Councils illustrate the fact that bodies not concerned mainly with the provision of educational facilities may be educational in their general aims: as a paper of the National Foundation for Adult Education said (16), they are 'based on an effort to create and satisfy a desire for education among as many of the members of the community as it was possible to reach'.

1918 is the point of departure because the end of the 1914–18 War made possible a real start in adult education in rural areas. Most of the developments which have since occurred had their beginning in the immediate post-war years. They included :—

1) The foundation of the Carnegie United Kingdom Trust in 1913. The Trust was important as a source of finance for many new and experimental activities, but the full effects of its work were not felt until after the end of the war.

2) The beginning of the Women's Institutes movement in 1915. The Institutes spread rapidly throughout the country and the National Federation of Women's Institutes was established in 1917.

3) The foundation of the National Council of Social Service in 1918. Through its Rural Department it has had a great influence on developments in the countryside. Associated with it have been the Rural Community Councils, which started with the establishment of that for Oxfordshire in 1918.

4) The introduction of new regulations for adult education by the Board of Education in 1924, which made possible short pioneer courses particularly suitable for rural areas. This change enabled the universities and the W.E.A. to expand their rural work. Later the Board of Education made it possible for the universities to appoint organising tutors to work in rural areas.

5) The growth of the national system of County Libraries, which were conceived in the first place as having a significant function related to adult education. W. H. Pedley called the effects of the county libraries on the intellectual life of the countryside a 'revolution' (9).

6) The appearance of the concept of the Village College in a Memorandum published by Henry Morris, the Secretary for Education for Cambridgeshire (29). This provided a new model for the provision of adult education in the countryside, which has continued to exercise a powerful influence up to the present time.

7) The acquisition of Dartington Hall by Lionel and Dorothy Elmhirst in 1925. Through it another model was created, but in this case in the whole field of rural planning, including education and provision for the arts.

As has been noted the conception of adult education in its rural setting was wider than in relation to the urban areas for which provision was first made. Practically all its exponents produced variations on the same theme; adult education, they said, had to be less formal and less exacting, and more flexible, than in the towns. Indeed it could be argued that a rural *mystique* developed relating to adult education in the twenties and thirties.

This, at least by strong implication, was the point of view of S. G. Raybould. When he appeared, in the immediate post Second World War years, as a writer on adult education his main concern was with what he saw as a decline in standards in university provision, resulting from the proliferation of short courses which had resulted from attempts to make work quantitatively greater in rural areas. In his criticism of this development, whether he knew it or not, Raybould was engaging in the wider and older conflict between town and country. Tutorial classes were an invention designed to meet the needs of industrial workers for a measure of higher education; terminal courses, short courses and full-time

tutors who could undertake pioneer work, were invented to meet the needs of small rural communities. From Raybould's point of view the changes made to help the countryside had undermined work in the cities and towns, since in provision for them advantage had been taken of the new and easier types of classes which had been introduced.

Most of the ideas, examples and organisation which today influence adult education and cultural activity in the countryside thus had their origin in the period between the two world wars. Since 1945 many things have been developed which were only in their pioneer stage before 1939. The Rural Community Councils have spread throughout the United Kingdom and in numerous cases are now called Community Councils without the 'Rural' prefix, or Councils of Social Service. Villages and small towns enjoy a handsome provision for adult and further education by the local education authorities and the Responsible Bodies. The problem of transport for tutors which the Committee of Enquiry of the Carnegie United Kingdom Trust saw as a major difficulty in 1928 (27) has been solved by the increased use of private cars, which also make it easy for students to travel to centres of population away from where they live.

The two most important post-1945 developments have been a widespread provision of short-term residential colleges and the foundation of Regional Associations for the Arts. The Residential Colleges, however, although usually located in the countryside, are not specially interested in providing for the inhabitants of rural areas: they cater more for people who visit them from the towns. The Regional Associations for the Arts are necessarily interested in finding sufficient people to support their activities, so are mainly occupied with cities and towns, although their reports show they have significance also for smaller communities.

Probably it is the changes in the nature of the rural areas themselves which it is most important to consider at the present time. In its purest sense rural means 'agricultural', and a rural area is one in which agriculture and the crafts associated with it provide the economic basis of life. Rural areas of this kind are fewer than they were in the past, and writers make distinctions between different areas by describing them as 'semi-rural', 'partly rural', 'mainly rural', and 'genuinely rural'. But even in villages which would generally be regarded as 'genuinely rural' the number of inhabitants actually engaged in agriculture is often – as one might expect – a minority. In addition the appeal of adult education to the agricultural worker, using this term to include the self-employed farmer as well as the wage earning worker, has never been great. In 1932 F. G. Thomas supplied a description of a part of Devon as 'a typical area, a curious mixture of decadent agriculture and small industry, and few of the folks work on the farms', and of an adult education audience as 'shopkeepers, retired and elderly couples and young agricultural workers, odd jobbers, and motor mechanics, architects and farmers' (27). The change that has occurred since Thomas wrote is that agriculture is no longer 'decadent', but

agricultural workers are fewer and urban culture, as a result of greater mobility, television and other influences, has eliminated many of the older distinctive characteristics of rural life.

These changes have been particularly marked during the last ten or twenty years. They are connected with a re-distribution of population, decline in some areas and increase in others. *The Census 1971 England and Wales Preliminary Report* suggests that there has been an increase in the rural population, since the proportion of the total population living in the areas of rural district councils is shown to have increased. The figures are sufficiently interesting to be given: in 1891 the proportion was 28%, in 1901 23%, in 1911 21.9%, in 1921 20.7%, in 1913 20%, in 1951 19.3%, in 1961 19.6% and in 1971 21.2%. The latter percentage means ten and a half million people. The increase is explained by the movement of people from cities and large towns into nearby rural districts, although 'nearby' often means distances away that would have been regarded as considerable in the days before widespread car ownership. The 'newcomers' who live in the countryside but work in the towns are sufficient in number to have transformed the life of many villages, both physically and culturally. Their appearance on the rural scene, and the greater use of the countryside by town dwellers for recreational purposes, have been major influences in producing the 'blurring' of the differences between town and country referred to in the 1969 Royal Commission Report on Local Government (11). Professor W. M. Williams, in his study of Gosforth in Cumberland (9), ends by saying that 'every development that has taken place in parish affairs in recent years has emphasized and reflected our urban way of life . . . ', a view with which most other writers on rural life agree. Another feature of the changes which have occurred is the disappearance of the traditional authority of the squire and the vicar in village life: as a report of the Staffordshire Rural Community Council says 'village leadership today is largely non-traditional in nature'.*

In relation to this situation adult education has a role to play which is probably greater than that which Henry Morris saw for it when he was seeking a means to rehabilitate the life of the countryside. It is necessary not only to preserve what is good in the distinctive life of small rural communities but also to provide for their enlarged populations of newcomers. Further, local government reorganization will create a new situation in the relationship of towns and the countryside which surrounds them. In the past the county councils have been responsible for rural areas and they have had, on the whole, a better record in adult education than most county boroughs. Much responsibility rests on local education authorities; as a report of the Royal Society of Arts and the Nature Conservancy said (11), Institutes of Further Education have great opportunities and responsibilities in relation to the cultural provision now required. This bibliography will have served its purpose if it is an aid to the study from which an adequate policy might be developed.

*VILLAGE LEADERSHIP, Staff'dshire Rural Community Council, 1966, 18 pp.

Notes

1 In the bibliographical chapters the number of pages includes prefatory matter and appendixes.

2 In the Index some titles have been abbreviated.

1 Publications on rural life of significance in the study of adult education in rural areas

Many books on the countryside, especially those published during the last twenty-five years, make incidental references to adult education. In particular the Women's Institutes are frequently treated as an established part of the rural scene and Village Colleges as an ideal solution of the rural education and social problem. Ronald Blyth's *Akenfield,* (Faber, 1969, 289 pp.), in describing the personalities of a Suffolk village, mentions Women's Institute activities, courses for magistrates, and day release for farm workers. Victor Bonham Carter's *The English Village* (Pelican, 1952, 249 pp.) makes brief references to the Village Colleges and the Women's Institutes, and W. M. Williams, *The Sociology of an English Parish* (Routledge and Kegan Paul, 1956, 256 pp.) to the local Women's Institute and evening classes. The publications of which details are given in this section contain a longer treatment or are useful as indicating the place of adult education in rural development at various points in time during the last fifty years.

The Reports of the Development Commission give information on Rural Community Councils, Women's Institutes, the Scottish Rural Women's Institutes and Village Halls. Published annually from 1920 to 1939, they then became irregular, appearing for 1961, 1962, 1962–65 and 1965–68.

The Story of the Agricultural Club 1918–21 by R. Henry Rew (P. S. King, 1922, 220 pp.) contains summaries of papers and discussions on rural education, village clubs and recreational facilities.

A. W. Ashby's *The Sociological Background of Adult Education in Rural Districts* (British Institute of Adult Education, 1935, 27 pp) has found its way into many bibliographies: the emphasis in it is on the sociology and the brief comments on adult education are at the end. *The Changing Village* by F. G. Thomas (Nelson, 1939, 188 pp.) is another often listed book: the author worked in adult education for the University College of Exeter and the book contains numerous references to the Workers' Educational Association and Women's Institutes. An article by Thomas, 'Rural Commentary' (*Adult Education,* Vol.XI, No. 4, June 1939, pp. 235–253) should also be read: it is a general discussion of the welfare of countrymen, with special reference to de-population.

The Report of the Committee on Land Utilisation in Rural Areas (H.M.S.O., 1942, Cmnd. 6378, 158 pp.) in Section 70 on 'Village Institutions' makes proposals to reform the cultural life of villages and says that every village should have a community or social centre. For large villages and groups of villages the Cambridgeshire Village Colleges are held up as an ideal.

W. H. Pedley, *Labour and the Land* (King and Staples, 1942, 209 pp.) is a review of the position of the farm worker at the time of publication which includes a chapter on 'Education', referring particularly to the W.E.A., the L.E.A.s, and the County Libraries.

Another chapter on 'Social Organizations' covers Village Clubs, Women's Institutes and Rural Community Councils.

Industry and Rural Life by H. Bryant Newbould (Faber, 1942, 181 pp.), is a report of a conference of the Town and Country Planning Association which includes a part on 'Social Life in Villages and Small Towns', with statements by A. W. Ashby and W. K. Slater, dealing with various aspects of adult education.

Perspectives for Countrymen by H. E. Poole (Allen and Unwin, 1942, 40 pp.) deals with post-war reconstruction in the countryside and pleads for an adequate provision of adult education. *Country Planning*, edited by C. S. Orwin (Oxford University Press, 1944, 294 pp.), is also concerned with post-war reconstruction and includes various references to the needs of adult education. By Orwin as author and not as editor *Problems of the Countryside* (Cambridge University Press, 1945, 111 pp.) contains a description of the Women's Institutes and the Cambridgeshire Village Colleges. *Your Village and Mine* by C. H. Gardiner (Faber, 1944, 198 pp.) is a general survey which contains sections on Women's Institutes, Village Halls and County Libraries.

In *Voluntary Social Services—Their Place in the Modern State*, edited by A. F. C. Bourdillon (Methuen, 1945, 333 pp.) it is Chapter 12, written by Miss Bourdillon herself, on 'Voluntary Organizations to meet the needs of the Countrymen', which is of interest. It surveys the history of rural voluntary organizations, points to the fact that the 1914–18 war produced a great increase in their number and draws attention to their educational functions. *Opportunities for Service* (Parish Councils Advisory Handbook No. 6, National Council for Social Service, 1948, 36 pp.) contains a section on adult and further education, suggesting the establishment of Committees by Parish Councils to study the needs of their areas.

English Life and Leisure by B. Seebohm Rowntree and G. R. Lavers (Longmans, 1951, 496 pp.) has a section on adult education in rural areas mainly related to the Cambridgeshire Village Colleges.

The English Village by W. P. Baker (Oxford, 1953, 226 pp.) is of considerable importance because its author was a full-time worker in adult education: it contains a chapter on 'Education and the Countryman' with a detailed examination of the Cambridgeshire Village Colleges, giving information about their relations with local industrial establishments not to be found elsewhere.

Your Village, edited by Inez Jenkin (National Federation of Women's Institutes, 1950, 31 pp.), is a report based on a questionnaire sent to 7,000 Women's Institutes: it is mainly of interest because of its section on Village Halls.

H. E. Bracey's *English Rural Life* (Routledge and Kegan Paul, 1959, 286 pp.) comprehensively surveys the rural scene, including a substantial treatment of provision for adult education.

'The Changing Countryside' by G. A. Kooy (*Notes and Studies*, European Bureau for Adult Education, No. 20, April 1962, pp. 7–13) discusses rural change in an international setting and

argues that the rural educator should devote his attention both to the rural community as a distinctive way of life and to modern society as a whole. *Industry and the Countryside,* edited by H. E. Bracey (Faber, 1963, 261 pp.) surveys industrial developments in rural areas and their consequences, with references to the W.E.A., the Women's Institutes, and other voluntary associations. *Living and Working in the Countryside* (Report of Study Group No. 11, 'The Countryside in 1970' Second Conference, Royal Society of Arts and the Nature Conservancy, 1965, 31 pp. and map) is a general survey of economic and social trends with references to further education and the Women's Institutes, and an Appendix on Dartington Hall. As said in the introduction, it stresses the importance of Institutes of Further Education and cultural activities.

Aspects of Rural Development, the 32nd Report of the Development Commission for the year ended 31st March, 1965 (H.M.S.O., 1966, 37 pp.) is a publication of the same character; it surveys social development and refers to the work of such organizations as Rural Community Councils, the Women's Institutes and the Scottish Rural Women's Institutes, saying that social and cultural community work is of great importance. *The Report of the Royal Commission on Local Government* ('the Redcliffe-Maude Report', Cmnd. 4040, H.M.S.O., 1969), contains a research appendix which discusses the lessening distinctions between town and country as a result of better communication and greater mobility; it is important in view of the part played by local government in rural adult education and cultural activities.

We may next note three local studies. H. E. Bracey's *Social Provision in Rural Wiltshire* (Methuen, 1942, 205 pp. and map) contains information about Women's Institutes, Young Farmers' Clubs and Village Halls. *Commuters' Village* by Ruth Crichton (David and Charles, 1964, 109 pp.) is valuable as a study of a type of village of great contemporary significance, but the description of further education is brief. Isobel Emmot's *A North Wales Village* (Routledge and Kegan Paul, 1964, 173 pp.) is more informative, especially on the work of the W.E.A. and the local Women's Institute. *Life in a Welsh Countryside* by Alwyn Rees (University of Wales, 1950, 188 pp.), should be read by those interested in Wales, but it includes only very limited reference to adult education in spite of the fact that it resulted from the author's teaching of a class in the Welsh speaking village he describes. *Rural Life in Northern Ireland,* edited by John Mogey (Oxford University Press, 1947, 251 pp.) consists of five regional studies made for the Northern Ireland Council of Social Service, with references to Village Halls, Women's Institutes and Young Farmers' Clubs.

On Scotland an article by D. J. Macleod, 'Over the Hills and Far Away' (*Social Service,* Vol. XXII No. 1, June–August, 1948, pp. 15–19) deals with community life in the Scottish Highlands, with special reference to their adult education needs and possibilities.

A periodical to be studied is *The Land Worker* (Vols. 1–51, monthly, 1919–1972 current), the journal of the National Union of

Agricultural and Allied Workers: it contains frequent articles and news items on the Union's educational interests and activities. *The Village* (quarterly, published by the National Council of Social Service, Nos. 1–35, 1932–44, new series Vols. 1–26, 1947–72 current) was originally called *The Village Hall,* and frequently contains articles on adult education and village halls.

2 Rural Adult Education in the Context of General Educational Provision

Acts of Parliament

The Education Act, 8 and 9 Geo. V, c.39, 1918, in Section 1 provided that it should be the duty of every County and County Borough to make Public Education available to all persons capable of profiting and to submit schemes when required to the Board of Education. *The Education Act,* 7 and 8 Geo. VI, c.31, 1944, in Section 42 required local education authorities to propose schemes of further education for their areas. In Scotland education authorities are required to submit schemes for further education under sections 4 and 7 of the *Education (Scotland) Act,* Eliz. II, c.21, 1962, as amended by the *Education (Scotland)* Act, Eliz. II, c.49, 1969, schedule 2, part 1. The provision of adult education in Northern Ireland developed under the *Education Act (Northern Ireland),* 11, Geo. VI, c.3, 1947, Sections 39 and 104.

The significance of these Acts in relation to adult education in rural areas is that responsibility is put on the education authorities of County Councils.

Reports of Departments of Government

The Reports of the Board of Education annually from 1918–19 to 1925–26, *Education in England and Wales* and from 1926–27 to 1937–38, *Report and Statistics of Public Education in England and Wales* contain only limited information on adult education in rural areas, but those covering the period from 1931–32 to 1936–37 give some interesting details about the appointment of the organising tutors in rural areas who became known as Article XI tutors.

The Annual Reports of the Ministry of Education and later Department of Education and Science, from 1947, *Education in 1947,* etc., to the present year contain information about Village Halls and Women's Institutes. (The report for 1950 had the title *Education 1900–1950*). The Scottish Education Department's *Annual Reports of the Committee of Council on Education in Scotland,* (H.M.S.O., Edinburgh) cover the years from 1918 to 1938. Those for 1937 and 1938 are interesting on Wireless Listening Groups as an element in adult education provision: they are said (1937) to show that 'The inspiration of a living voice may now reach the remotest corner of the land'. *The General Reports for the Years 1933–36 on Education in Scotland,* by His Majesty's Chief Inspectors of Schools (H.M.S.O., 1937, 139 pp.) contain sections on Continuation Classes and Adult Education, partly related to rural areas.

For 1939–40 and then from 1941 annually to the present, the Reports of the Scottish Education Department, *Education in Scotland,* annually, contain information on adult education, community centres and village halls, the planning of voluntary leisure time social and recreational activities, the work of Education Authorities, and Women's Rural Institutes. Some interesting examples of work in rural communities are given.

The Report of the Scottish Advisory Council on Education in Scotland on *Further Education*, (H.M.S.O., Edinburgh, Cmnd. 8454, 176 pp.), briefly discusses adult education in rural areas, recommends that requirements regarding the size of classes in them should be relaxed, and that rural schools should be so designed or re-designed that they are more suitable for adult groups.

Other Works and Reports

A. W. Ashby and Phoebe G. Bayles in *Rural Education* (Oxford University Press, 1923, 227 pp.) devotes a chapter (No. X) to adult education and social recreation, referring particularly to provision in Oxfordshire. The Board of Education Pamphlet No. 46 on *Rural Education* (H.M.S.O., 1926, 59 pp.) in Chapter IV describes evening continuation schools, the work of the Responsible Bodies, and the Women's Institutes, giving useful illustrative examples. Another Board of Education Pamphlet, No. 99, on *Education and the Countryside* (H.M.S.O., 1934, 106 pp.) contains an outline of the work of evening institutes, the Responsible Bodies and the Women's Institutes against the general background of rural educational needs. H. M. Burton in *The Education of the Countryman* (Routledge and Kegan Paul, 1943, 259 pp.) in Chapter 9 describes types of provision for adolescents and adults.

Education in Rural Wales, a report by the Committee on Education in Rural Wales of the Board of Education (H.M.S.O., 1930, 190 pp.) contains an interesting and comprehensive section on adult education. Two other reports show a change of opinion in relation to Village Colleges. *The County College in Wales,* a report by the Central Advisory Council for Education (Wales), (H.M.S.O., 1951, 126 pp.) gave reasons for believing that Village Colleges on the Cambridgeshire model were unsuitable for rural Wales. *Education in Rural Wales,* a report by the Central Advisory Council for Education (Wales) of the Ministry of Education (H.M.S.O., 1960, 176 pp.) describes Further Education as part of the general educational provision, using four varied areas for special illustration. It deals with the adult education work of local education authorities, Extra-Mural Departments and the Workers' Educational Association, and Women's Institutes, and proposes the introduction of institutional arrangements along the lines of the Cambridgeshire Village Colleges.

The Advisory Council for Education in Northern Ireland, in a report on *Rural Education* (H.M.S.O., Belfast, 1951, Cmnd. 300, 48 pp.) made institutional proposals also influenced by the Village College idea, arguing that new schools should be designed to serve not only children but also as Community Centres for Adults.

Agricultural Education

Reference has already been made in the Introduction to the view of the (De la Warr) report on *Further Education for Agriculture* (Ministry of Agriculture and Fisheries, Cmnd. 614, 1958) that agricultural education is a branch of technical education;

therefore its full treatment would be out of place here. However, reports, works and articles which provide a background for adult education and those which deal with developments which relate agricultural education to adult education, need to be described. H. C. Shearman in 'Agricultural Education' (*Highway*, Vol. XXXIV, April 1942, pp. 130–31) describes how the Workers' Educational Association collected evidence for the Luxmore Committee on Agricultural Education, and proposes (1) the inclusion of Liberal studies in the curriculum and (2) a greater involvement of farm workers as distinct from farmers in the planning of provision. The Luxmore Committee of the Ministry of Agriculture and Fisheries, *Post-War Agricultural Education in England and Wales,* (H.M.S.O., Ministry of Agriculture and Fisheries, Cmnd. 6433, 1943, 92 pp.) does not make any recommendations of this kind but includes useful descriptions of Agricultural Discussion Groups and Young Farmers' Clubs. Two other reports may be mentioned as providing background information: the first the Ministry of Education and the Ministry of Agriculture's *Interim Report on part-time instruction by local education authorities for agriculturalists, horticulturalists and domestic producers* (generally known as the 4th Loveday Report, H.M.S.O., 1949, 60 pp.), which in part deals with the Women's Institute Produce Guild and Agricultural Discussion Groups; the second the *Report of the National Advisory Council on Education for Industry and Commerce, Ministry of Education Sub-Committee on Further Education for Agriculture* (known as the second Lampard-Vachell Report, H.M.S.O., 1961, 26 pp.), which includes a discussion of part-time evening classes on domestic economy for women.

The Training of the Young Farmer (Royal Agricultural Society of England, n.d., c.1963, 6 pp.) contains little related to liberal studies in agricultural education but pleads for students' reading to be directed to 'the wide and varied literature' about rural life.

Among periodicals *The Vocational Aspect of Secondary and Further Education* (half yearly, Vols. I–XXIV, 1948–72, current) contains occasional articles on adult and agricultural education.

3 General Works and Articles on Adult Education which include a treatment of adult education in rural areas

Thomas Kelly's *A History of Adult Education in Great Britain* (Liverpool University Press, second edition, 1970, 432 pp.) seems to deserve a special place under this heading: in its final section on the twentieth century most developments in rural adult education are described against the general background.

The Adult Education Committee of the Ministry of Reconstruction in its *Final Report* (H.M.S.O., 1919, 415 pp.) deals with 'The Development of Rural Education' in its tenth chapter and in Appendix 1, Section IV(B) with 'Adult Education in Rural Districts'.

The Journal of Adult Education, published by the British Institute of Adult Education (Half Yearly, Vols. 1–VI, 1926–1934) continued as *Adult Education* (quarterly, Vols. VII–XXXIII, 1934–1960, bi-monthly, Vol. XXXIV – current since 1960–61, published until 1960 by the British Institute and subsequently by the National Institute of Adult Education) contains frequent articles on adult education in rural areas.

The two journals issued by the World Association for Adult Education (*International Quarterly of Adult Education,* Vols. 1–11, 1932–1935, and *Bulletin of the World Association for Adult Education,* Quarterly, 1st Series, Nos. 1–50, 1919–31, 2nd Series, Nos. 1–44, 1935–45) contain occasional articles on adult education in rural areas in Britain.

The Highway, the journal of the Workers' Educational Association (Vols. I–L, 1908–1959, Monthly 1908–1923, Quarterly 1923–1925, Monthly during the winter months 1950–1953 with summer issues 1950–53) contains occasional articles and short news items on the work of the W.E.A. in rural areas. From 1960–61 to the present the W.E.A. has issued a twice yearly *W.E.A. News,* which also includes news items.

The journal of the Association of Tutors in Adult Education, *The Tutors Bulletin* (Nos. 1–105, 1922–1956, irregular and not always numbered, replaced during 1941–1943 by a duplicated *Tutors Newsletter*) is of interest because it contains articles by tutors about rural classes. As will be seen later *Rewley House Papers* (Delegacy of Extra-Mural Studies, Oxford University, Vols. I - III, 1927-1967 annually) contains numerous relevant contributions.

A Handbook and Directory of Adult Education, issued twice by the British Institute of Adult Education (1926–27, H. W. F. Deane, 190 pp. and 1928–29, H. W. F. Deane, 242 pp.), contains articles on the work of the L.E.A.'s and details of voluntary organizations, some of significance in relation to rural adult education. Its equivalent has been issued annually during the last decade by the National Institute of Adult Education as *Adult Education in 1961*, etc.

The Scottish Institute of Adult Education's *Yearbook* (annually since 1968–69) also contains relevant articles and information.

Voluntary Agencies in Adult Education (Foundation Papers, Supplement No. 1, National Foundation for Adult Education, 1947,

33 pp.) describes the Women's Institutes and the Rural Community Councils. Its reference to the Rural Community Councils was quoted in the Introduction.*

The Report of the 1926 Conference of the British Institute for Adult Education, *Adult Education in the Life of the Nation,* (B.I.A.E., 1926, 126 pp.), contains a paper on 'Difficulties in Rural Areas' and a summary of the subsequent discussion. The Adult Education Committee of the Board of Education, in *Pioneer Work and Other Developments in Adult Education* (H.M.S.O., 1927, 86 pp.) devotes its sixth chapter to 'Special Problems of the Countryside', describing the growth of the Rural Community Councils and the first appointments of organising tutors for rural work.

The reconstruction period at the end of the second world war caused the British Institute of Adult Education to produce *Adult Education after the War* (Oxford University Press, 1945, 76 pp.) in which Chapter V is on 'Adult Education in Rural Areas', stating the case for experiments with easier and more suitable methods. *The Further Education of Men and Women* (Oxford University Press, 1946, 69 pp.) by the Education Sub-Committee of Nuffield College, devotes special attention to the accommodation problem in relation to rural adult education and includes four county maps to illustrate the distribution of facilities.

Later works included Robert Peers' *Adult Education – A Comparative Study* (Routledge and Kegan Paul, 1958, 379 pp.) of which a part surveys rural work between the first and second world wars, H. J. Edwards' *The Evening Institute* (National Institute for Adult Education, 1961, 192 pp.), which discusses the Cambridgeshire Village Colleges, and John Lowe's *Adult Education in England and Wales* (Michael Joseph, 1970, 356 pp.), which has a chapter on rural areas and sections of chapters on the Village Colleges and Rural Music Schools.

Two studies on special aspects of adult education, by the National Institute of Adult Education, are significant in relation to work in rural areas. The first is the report by a study group, to the Ministry of Education on 'Accommodation and Staffing' (*Adult Education,* Vol. XXXV, No. 5, January 1953, pp. 227–310) : it deals partly with accommodation in rural areas, providing some examples, and concludes with a list of centres for adult education. *Adequacy of Provision* (National Institute of Adult Education, 1970, 203 pp., also published as a special number of *Adult Education* (Vol. 42, No. 6, March 1970) is another special study, mainly of interest here because the specimen areas selected for investigation include four administrative counties, Northamptonshire, Dorset, parts of Lindsey (Lincolnshire), and Denbighshire.

General Report of H.M. Inspectors on the Provision of Further Education in the Geographical County of Yorkshire for the period ending on the 31st July, 1926 (H.M.S.O., 1927, pp. 106 and map) deals mainly with provision by local education authorities and contains a number of references to rural areas, with a special study of the Craven District of the West Riding.

*Op. cit. p. 1.

On Scotland a report by the Advisory Council on Education in Scotland of the Scottish Education Department on *Adult Education Grants* (H.M.S.O., 1944, Cmnd. 6574, 20 pp.) provides useful background information on the history and organization of adult education in Scotland and recommends the establishment of Regional Councils with power to appoint 'whole time tutors for the remote parts of their region'.

Another valuable source of information is *Scottish Adult Education* (Scottish Institute of Adult Education, Nos. 1–50, thrice yearly, 1951–1960). It contains occasional articles and notes about various kinds of work in rural areas.

Adult Education in Northern Ireland (H.M.S.O., Belfast, Cmnd. 473, 55 pp.), the report of a Committee appointed by the Ministry of Education, contains interesting references to Young Farmers' Clubs as agencies for adult education and a list of Belfast University classes which show their spread in country areas.

4 Works and Articles dealing specifically with Adult Education in Rural Areas

The first important sign of interest in the development of adult education in rural areas was provided by the Adult Education Committee of the Board of Education in *The Development of Adult Education in Rural Areas* (H.M.S.O., 1922, 61 pp.). It gives a comprehensive description of all provision and activities at the time of publication and an outline of possible new developments. E. S. Haldane, 'Adult Education in Rural Districts' (*Nineteenth Century,* Vol. 95, No. DLXIV, April 1924) provides a short comprehensive survey, including treatment of the W.E.A., University Extra-Mural Departments, Women's Institutes and the Carnegie United Kingdom Trust. A. E. Dean in 'Administrative Problems in Rural Areas' (*Journal of Adult Education,* Vol. 1, No. 1, September 1926, pp. 100–108) is mainly concerned with the shortcomings of village schooling as a preparation for later participation in adult education. A similar interest prompted R. B. Walker in 'The Product of the Village School' (*Highway,* Vol. XX, February 1928, pp. 69–70).

Grace Hadow was one of the most notable pioneers of adult education in the countryside, especially in connection with the Rural Community Councils and the Women's Institutes. In *Adult Education in the Countryside* (National Union of Teachers, 1927, 8 pp.), she argues for a different approach to adult education in rural areas from that in towns or cities. A biography, *Grace Hadow* by Helena Denke (Oxford University Press, 1946, 225 pp.), is not only very readable but of great value: it contains (pp. 102–107) an apparently unpublished article on 'The Adult Education Movement and Rural Local Government'. Miss Hadow is also the subject of an article by Lynda Grier in one of the supplementary volumes of the *Dictionary of National Biography 1931–40,* (Oxford University Press 1949, pp. 386).

Useful articles which should be mentioned are 'Rural Adult Education' by Henry Warrilow (*Journal of Adult Education,* Vol. III, No. 2, April 1969, pp. 126–133), a discussion of difficulties and possibilities, and 'Work in the English Countryside' by A. T. A. Dobson (*International Quarterly of Adult Education,* Vol. 1, No. 4, February 1933, pp. 222–236), which concentrates its attention mainly on the Rural Community Councils and the Women's Institutes.

The approach in Dobson's article should be compared with two articles on 'Further Education in the Countryside' by Frederic Evans (*Further Education,* Vol. 1, No. 6, September 1947, pp. 124–128 and Vol. 1, No. 7, October 1947, pp. 154–155), in which the need for country planning and a developed system of further/adult education is stressed. 'Adult Education', two articles by Leslie W. Wood (*Social Service Quarterly,* Vol. XXXIII, No. 3, December 1969 – February 1970, pp. 70–72, and Vol. XXXIII, No. 4, February – June 1970, pp. 108–110), provides a general survey, related mainly to Oxfordshire, including some interesting examples of new kinds of informal work.

As was said in the Introduction a great deal in rural adult education and cultural life is a result of the support given by the Carnegie United Kingdom Trust. The Trust has been important in so many fields of activity, rural libraries, Rural Community Councils, the appointment of organising tutors, Village Concerts, Village Halls and Young Farmers' Clubs, that published material related to it belongs to general rural adult education rather than any other section of this Bibliography. The Annual Reports from 1914 to the present year (Carnegie United Kingdom Trust, Edinburgh to 1939, Dunfermline since then), are therefore a mine of information. The history of the Trust is by William Robertson, *Welfare in Trust – A History of the Carnegie United Kingdom Trust* (Carnegie United Kingdom Trust, 1964, 282 pp. and maps). James Wilkie provides a review of the Trust's work for rural areas with references to Libraries, Women's Institutes, Rural Community Councils and Village Halls in 'The Carnegie United Kingdom Trust and Rural Development' (*Social Service,* Vol. XXI, No. 4, March – May 1947, pp. 168–176).

Adult Education in Somerset, a publication of the Somerset Rural Community Council (Barnicott and Pearce, The Wessex Press, Taunton, 1927, 49 pp.) lists all the organizations working in adult education (widely conceived) in the county, at the time of publication.

Further Education and the Countryman (Yorkshire Council for Further Education, Leeds, 1950, 65 pp.) gives a comprehensive picture of provision in Yorkshire rural areas, including the work of the three County Councils, the Workers' Educational Association and the universities of Leeds and Sheffield and the (then) University College of Hull. It is also interesting in that it gives a detailed description of work in one country town, Beverley, in the East Riding.

The position in Scotland was dealt with by W. D. Ritchie in 'Adult Education in Rural Areas' (*Adult Education,* Vol. X, No. 4, pp. 324–335), J. Cameron Small in *Further Education in Scotland* (Association of Technical Institutions, 1949, 14 pp.) and M. A. M. Dickie in 'Community Development in Scotland' (*Community Development,* Nos. 3/4, October 1968, pp. 175–183).

Those who read Welsh will be interested in 'Addysg Oedolion yn y Rhanbarth Gwledig' by J. Ellis Williams, in *Harlech Studies* (ed. B. B. Thomas, University of Wales, 1938, 351 pp.).

5 The Responsible Bodies

The Responsible Bodies are those universities with departments specially concerned with adult education and the Districts of the Workers' Educational Association (and other 'approved associations'), which receive grants in respect of the teaching costs they incur in their adult education work directly from the Department of State (first the Board of Education, then the Ministry of Education, then the Department of Education and Science) responsible for educational provision in England and Wales. Although this system does not apply in Scotland and Northern Ireland it seems reasonable to include their universities and W.E.A. Districts in this section.

Originally adult classes were able to receive grant assistance under the Board of Education's regulations for evening schools. New regulations for adult education introduced in 1924 (Board of Education, *Grant Regulations No. 33, Adult Education Regulations*), made possible an extension of the work of universities and W.E.A. Districts in rural areas by recognising short university extension courses and terminal courses for grant aid. These regulations not only thus encouraged extended rural work but created the system of Responsible Bodies.

Another step forward was made in 1931 (*Amending Regulations, No. 11, S.R.O., No. 605*), when the recognition of short university courses was extended to include those of six to ten meetings, and universities were empowered to appoint organising tutors whose programmes could include pioneer work. These appointments were specially designed to aid the development of work in Rural Areas, and since they were made under Chapter 3, Article XI of the Amending Regulations, those appointed were known as 'Article XI tutors'. Later (*Adult Education Regulations, 1938*, S.R.O., No. 597) the number of these appointments was increased.

The Universities

Since the work of the universities at that time was mainly in association with W.E.A. Districts it is difficult to separate the two sets of bodies. The best that can be done is first to deal with those publications which describe and discuss the work of the universities, and then to deal with those that cover the W.E.A., but a hard and fast line of division is not feasible.

As far as the policy of the universities generally is concerned there is a valuable discussion by S. G. Raybould in *The English Universities and Adult Education,* (Workers' Educational Association, 1951, 187 pp.). In this work Appendix 1 on 'The Grant Policy of the Board and Ministry of Education in its relation to Class Provision' gives a full outline of the changes in the Regulations for Adult Education. Raybould's point of view (expressed in this and other writings) is that universities, under the influence of the changed Regulations, had extended their work to include short courses which were not of a satisfactory standard. Thus the decision to enable them to promote rural pioneer work caused later controversy.

The Annual Reports of the Central Joint Committee on Tutorial Classes, 1909–10 to 1956–58, contain lists of classes conducted by universities in association with the W.E.A., in which it is possible to discern their spread into rural areas. The Annual Reports of the Universities Extra-Mural Consultative Committee, 1927–28 to 1938–39, and its *Report on the War Years 1939–40 — 1944–45* contain lists of University Extension Courses, some in rural areas, and other references to rural work. The Reports of the Universities Council for Adult Education, 1945–47, 1947–49, and then annually to the present, contain occasional information about work in rural areas.

The Annual Reports of University Extra-Mural and Adult Education Departments frequently contain summaries and examples of work in rural parts of their areas. Usually they include lists which show the distribution of classes. The Universities and the years from which the reports were first issued are as follows:

England: Birmingham (for 1945–48 and then annually from 1948–49), Bristol (1923), Cambridge (from 1918–19 to 1923–24 the report of the Local Examinations and Lectures Syndicate and from 1924–25 the report of the Board of Extra-Mural Studies), Durham (1943), Exeter (1934), Hull (1960–61), Keele (1963), Leicester (irregular to 1930–31, sometimes as a report of Vaughan College, annually for Department of Adult Education from 1931–32), Leeds (1946–47), Liverpool (1918), London (from 1929–30 with a gap from 1945–46 to 1949–50), Manchester (from 1918), Nottingham (1921), Oxford (separate reports of the Tutorial Classes Committee and University Extension Lecture Committee from 1918 to 1927 and of the Delegacy for Extra-Mural Studies from 1928), Sheffield (1948), Southampton (1962), Sussex (1969–70).

Wales: University of Wales (Report of the University Extension Board 1921–22), Aberystwyth University College (1919–20), University College of North Wales, Bangor (1948–49), University College of South Wales, Cardiff (1918), and University College of Swansea (1960–61).

Scotland: Aberdeen (1956–57), Dundee (1968–69), Edinburgh (1954–55), Glasgow (1947), St. Andrews (from 1963–64 to 1967–68 including Dundee, from 1968–69 separately).

Northern Ireland: Belfast (Joint Committee with W.E.A. reports from 1930–31 to 1967–68, Departmental Reports from 1968–69), Ulster (1970–71).

It should be noted that some Departments published reports in their University Annual Reports before issuing them separately.

Some universities have been the subject of pamphlets and articles which refer to their rural activities. Nottingham University is dealt with by Robert Peers in *Adult Education in the East Midlands 1920–26* (Department of Adult Education, University of Nottingham, 1926, 43 pp.); it contains a description of work undertaken in conjunction with local Rural Community Councils. 'The Nottingham Experiment in Adult Education 1920–35', also by

Peers, (*Bulletin,* Second Series, World Association for Adult Education, No. 11, August 1935, pp. 1–16) describes the University's extra-mural area as being, in spite of 'varied industrial development', 'largely rural in character'. Later Peers, in 'Extra-Mural Adult Education in the East Midlands' (*Universities Council for Adult Education Annual Report 1957–58,* 1958, pp. 11–20), covers a longer period and does not put so much emphasis on rural work.

Bristol University's work is the subject of J. H. Nicholson's* 'The Organisation of Adult Education in Bristol and District' (*Tutors Bulletin,* No. 16, February, 1926, pp. 2–4), with interesting references to newly created Rural Community Councils, and by W. E. Salt in 'Adult Education in the West of England' (*Adult Education,* Vol. X, No. 1, September 1937, pp. 39–45). On Birmingham University, D. R. Dudley's *A Survey of New Developments 1945–1955* (Department of Extra-Mural Studies, University of Birmingham, 1956, 26 pp.) contains scattered information about rural work. Alwyn Rees, 'Adult Education in Wales' (*Annual Report of the Universities for Adult Education 1956–57,* 1957, pp. 13–23) is largely concerned with work in the Welsh countryside. G. E. T. Mayfield in 'The University of Hull, Department of Adult Education, 1928–60' (*Annual Report of the Universities Council for Adult Education, 1959–60,* pp. 17–20) describes the work of a university responsible for provision in 'a predominantly rural region'.

The information about Hull given by Mayfield is supplemented by W. E. Styler in *Tutors for a University* (Department of Adult Education, the University of Hull, and the National Institute of Adult Education, 1970, 20 pp.) and *Students in Adult Education Classes* (Department of Adult Education, University of Hull, 1971, 16 pp.). Norman Dees and Derek Parsons in *Teachers and Taught* (Department of Extra-Mural Education, University of Glasgow in association with the Scottish Institute of Adult Education, 1965, 31 pp.) provide statistical information about teachers and students in Glasgow and Dumfriesshire, the latter described as 'an entirely rural county'.

The Workers' Educational Association

The W.E.A. first became interested in rural work in the period immediately before the first World War. A short summary of its early efforts is provided by Albert Mansbridge in *An Adventure in Working Class Education: Being the Story of the Workers' Educational Association 1903–15,* (Longmans, Green and Co., 1920, 93 pp.). Another glimpse of this work may be found in *My Commonplace Book* by Mary Stocks (Peter Davies, 1970, 256 pp.), a description of a class at Ascott-under-Wychwood in Oxfordshire.

Sustained activity was not attempted by the W.E.A. until the 1920s. An outline of its development, *A Brief Account of the Rural Work undertaken by the Workers' Educational Association* (W.E.A., c.1932, 27 pp.) gives particulars of the appointments of organising tutors and a list of the classes in rural areas in 1931–32.

*The author was given the initials "W.H." by mistake.

Following this publication the W.E.A., in co-operation with the Tutors' Association and the Oxford University Delegacy for Tutorial Classes, arranged a conference on rural adult education: a report of this by H. C. Shearman is 'Impressions of the Rural Conference' (*Adult Education,* Vol. 7, No. 1, September 1934, pp 64–70). There is also a section in a policy document, given limited circulation, *Adult Education after the War* (W.E.A., c.1943, 61pp), on 'Adult Education in Rural Areas'. It will be seen later that numerous articles by tutors deal with the W.E.A.'s work in rural areas. The history of the East Midland District by A. J. Allaway, *Challenge and Response: W.E.A. East Midland District 1919–1969* (W.E.A. East Midland District, 1970, 140 pp.), contains a few references to rural work and is particularly interesting on the District's early activities in this respect, which were among the first in the country. *Yorkshire and Yorkshire North – The History of the Yorkshire North District of the W.E.A. 1914–1964,* by W. E. Styler (Yorkshire North W.E.A. District, 1964, 40 pp.) includes information about pioneering work in East Yorkshire undertaken in the early twenties.

The Annual Reports of the W.E.A. issued from 1919 to 1957 (that for 1953 was a review of the period 1946–52), and the bi-annual national reports issued by the W.E.A. Central Committee since 1960, contain occasional information about the work of country branches and federations and, in recent years, lists of publications resulting from the work of classes, sometimes held in villages and country towns.

The Annual Reports of W.E.A. Districts provide more detailed information about rural work. The following Districts have issued their reports continuously since 1918: South Eastern, North Western, West Midland, Northern, Western, and South Wales. Yorkshire was originally a single District issuing an annual report until 1928–29, when it was separated into North and South, each of which has issued an annual report since then. The dates of the commencement of the Annual Reports of the other Districts were South Western (1919), London (1920), West Lancashire and Cheshire (1920), North Staffordshire (1921), North Wales (1925), Eastern (1924–26), Southern (1929), Berkshire, Buckinghamshire and Oxfordshire (1929–30), East Midland (1937–38), South East Scotland (1947), Northern Scotland (1947), West Scotland (1946–7), and Northern Ireland (1945–6).

A special aspect of rural work lies in the W.E.A.'s interest in agricultural trade unionists. This is dealt with in the important report of a Committee of Enquiry, *Educational Facilities for Trade Unionists* (Workers' Educational Trade Union Committee, 1921, 24 pp.), containing a section on 'The Agricultural Worker' in which it is argued that the provision of facilities depends on the appointment of full-time tutors. More recently A. J. Corfield's *Epoch in Workers' Education* (W.E.A., 1969, 272 pp.), contains numerous references to work undertaken for the National Union of Agricultural Workers. The *Annual Reports* of the National Union of Agricultural Workers, (published regularly since 1918), should also

be consulted. *The Land Worker,* described in Chapter 2, is informative on the Union's particular educational activities. A solitary examination of possibilities in Scotland is provided by Joseph Duncan in an article in the *Highway* (Vol. XX, November 1928, pp. 25–26), on 'The W.E.A. and the Scottish Farm Servant'.

Although the National Council of Labour College did not publish anything on its work in rural areas it offered a correspondence course, on 'Post-War Reconstruction – Agriculture' (subsequently revised) which was first mentioned in its journal, *Plebs,* in 1943 (Vol. XXV, No. 7, July).

The Tutor and the Rural Class

The tutors employed by the universities and the W.E.A. have been responsible for a number of articles published in a wide variety of publications.

Some are addressed to the general question of the W.E.A. in the countryside. Thus Harold C. Shearman argues that social change will help the development of rural W.E.A. work in 'The W.E.A. in Rural England' (*Highway,* Vol. XX, February 1928, pp. 70–71), A. E. Douglas Smith discusses opportunities and problems of development in 'The W.E.A. in the Countryside' (*Highway,* Vol. XXIV, February 1934, pp. 10–11), Marion Springall describes five years' work for the W.E.A. in Norfolk in 'An Approach to Adult Education in a Rural Area' (*Adult Education,* Vol. XVII, No. 3, March 1945, pp. 119–125), and Rex C. Russell puts forward the view that the W.E.A.'s urban tradition is a handicap in rural work in 'The Work of the W.E.A. in Rural Areas' (*Highway,* Vol. 50, January 1959, pp. 71–73).

A number of articles have dealt with the special problems met in approaching agricultural workers. F. M. H. Holman in 'The Agricultural Labourer and Adult Education' (*Highway,* February, 1928, pp. 71–72) discusses methods of presentation. H. C. Shearman in 'What the Villager Wants' (*Highway,* Vol. XXIV, February 1934, pp. 12–14) argues that an educational movement and not a supply of lectures is the major need, and W. P. Baker in 'Organising classes in Rural Areas' (*Highway,* Vol. 42, February 1951, pp. 90–91) challenges the often expressed view that occupationally mixed classes are a good feature of rural work and says that they W.E.A. should make a drive to recruit more agricultural workers. By the same author, 'A Residential Tutorial Class for Rural Workers' (*Highway,* Vol. 45, October 1953, pp. 11–13) describes a class for agricultural workers meeting at weekends in Grantley Hall, the West Riding Adult Education Residential College.

G. W. Gibson, a staff tutor employed by Leeds University Joint Committee, provides an engaging autobiographical account of his experiences during the 1920s in one of the earliest experiments in rural provision in 'Adult Education in East Yorkshire – Some Reminiscences' (*University of Leeds Review,* Vol. 9, No. 1, June 1964, pp. 28–39).

'Fresh Woods and Pastures New – Adult Education in Rural Devon' by F. G. and D. Irene Thomas is a two part article on the

types of provision most appropriate in villages (*Journal of Adult Education,* Vol. V, No. 2, April 1931, pp. 164–174 and Vol. V, No. 3, October 1931, pp. 259–281).

Problems of organization are discussed in two unsigned articles 'How a Village Class is Started' (*Rewley House Papers,* IV, February 1931, pp. 161–164) and 'Adult Education in a Country Town' (*Rewley House Papers,* IX, April 1936, pp. 399–400). J. R. Armstrong, a resident tutor in West Sussex for Southampton University, in 'Some Rural Experiments' (the *Highway,* February 1934, pp. 14–15) describes attempts to provide inspiration and secure co-operation in village classes. Also by Armstrong, in 'The Rural Class' (*Tutors Bulletin,* Spring–Summer 1949, pp. 10–14) the work of rural classes is found to be less intensive than that of classes in urban areas and in 'Liberal Adult Education in Rural Areas – A Plea for the Village' (*Adult Education,* Vol. XXV, No. 1, Summer 1952, pp. 56–62) it is argued that the methods used in small rural communities should be different from those in towns and cities. Articles of a similar kind were published by G. A. Cheshire, 'Two Counties' (*Tutors Bulletin,* March 1947, pp. 8–11) in which the work of the author in residential Cheshire is compared with that of later experience in rural Shropshire, and G. R. C. Keep in 'Three Villages' (*Tutors' Bulletin,* November 1946, pp. 11–12), which analyses the composition of classes in Lincolnshire and the attitudes of their members. *Adult Education in the Tayside Area* by A. J. Cooke (Scottish Institute of Adult Education *Year Book, 1970–71,* pp. 51–53 Edinburgh, 1971) is a record of impressions formed during a tutor's first year's work.

Frequently tutors address themselves to the question of the subjects appropriate for rural classes and the way in which they should be taught. A general discussion of this kind, referring particularly to the needs of agricultural workers, is in H. W. Heckstall Smith's 'Brains to the Land' (*Further Education,* Vol. 3, No. 3, December 1949 – February 1950, pp. 219–226). Local History is dealt with in (unsigned) 'The Teaching of Local History' (*Rewley House Papers* III, February, 1930), F. W. Bateson, 'Local History and the Rural Class' (*Rewley House Papers,* Vol. II, No. 11, March 1939, pp. 62–64) F. Warriner, 'Local History and Adult Education' (*Adult Education,* Vol. IX, No. 1, September 1936, pp. 21–27), and Marion Springall, 'History in a Rural Area' (*Adult Education,* Vol. XVIII, No. 3, March 1946, pp. 136–139). Marion Springall also outlines a scheme to promote the study of the social and economic development of Norfolk in 'Adult Education in Norfolk Villages' (2nd Series, *Bulletin* of the World Association for Adult Education, No. XXVIII, February 1942, pp. 1–7).

An unsigned article, 'A Village Science Class' (*Rewley House Papers,* No. XI, February 1929, pp. 74–76) describes a class in 'Electricity and its Uses' held in a village near Oxford. Gilbert Cope, 'Science for Farmers and Farm Workers' (*Further Education,* Vol. 3, No. 2, September–November 1949, pp. 141–144) deals with courses given in a Worcestershire village in which Birmingham

University Extra-Mural Department and Avoncroft College co-operated. F. H. Whitehead in 'A Suggestion for Botanical Work in Adult Education Classes' (*Rewley House Papers,* Vol. 3, No. IV, 1955–56, pp. 24–27), argues that adult classes in rural and seaside communities may do valuable work collecting information on plant species. Alastair Fraser's 'Biology for Adults in Rural Areas' (*Scottish Adult Education,* No. 46, April 1966, pp. 14–16) discusses ways in which the countryman's natural curiosity can help in the study of biology when laboratory facilities are not available.

E. J. Hutchins, 'The Novel and the Rural Class' (*Journal of Adult Education,* Vol. VI, No. 1, October 1932, pp. 35–46) argues that even in teaching literature methods should be different in rural from those in urban classes. 'Politics in the Countryside' (unsigned, *Rewley House Papers,* February 1932, pp. 203–205), discusses the special problems of presenting political theory in village classes. Graham Thomas, 'Music in Wales' (*Adult Education,* Vol. XI, No. 3, March 1939, pp. 199–212) devotes Part I of his survey to music in rural communities. Finally F. G. Thomas, in *The New Learning – An Experiment with Educational Films in the County of Devon* (W.E.A., 1932, pp. 72) describes a novel experiment in the presentation of knowledge in village classes. His report is important also as an analysis of the attitudes of rural people.

The Problems of Rural Tutors

Although it was very brief 'The Tutors' Conference' (*Tutors' Bulletin,* No. 13, July 1925, p. 4) deserves mention as reporting for the first time a public discussion of the problems of tutors in rural areas. Fuller treatment is given to the subject in the report by a Committee of Enquiry, *The Tutor in Adult Education* (Carnegie United Kingdom Trustees, 1928, 253 pp.), which in Appendix A considers 'Problems of Tutors in Rural areas'. The problems include the limitations of outlook of students, the need to give teaching a rural bias, and difficulties in transportation. *Report on the Duties of Organising Tutors,* issued by the Association of Tutors in Adult Education, (Leeds, 1938, 7 pp.) makes recommendations about the work loads of organising tutors. H. Morris Jones, 'Article XI – A note on Adult Education in Rural Areas', (*Adult Education,* Vol. XVI, No. 3, March 1944, pp. 120–124), discusses the main features of the work of staff tutors in rural areas appointed under Article XI of Chapter I of the Adult Education Regulations of the Board of Education. The demands made by teaching on the one hand and organizing on the other are found to be the cause of an unsatisfactory situation.

Finally D. Hughes Lewis in 'The Rural Tutors' Conference' (*Tutors' Bulletin,* No. 7, July 1952, pp. 13–21), reports the only post war national conference of tutors engaged in rural work.

Students and Classes

Published material by students in rural classes is very scanty. One well-known book that qualifies for inclusion is Fred Kitchen's *Brother to the Ox* (Dent, 1940, 251 pp.), the story of the life of a

farm worker in South Yorkshire, which ends with an expression of his indebtedness to the W.E.A.. The review of this book by A. W. Ashby in *Adult Education* (Vol. XIII, No. 1, September 1940), might also be read. Another autobiography, by Stella Davies, *North Country Bred* (Routledge and Kegan Paul, 1963, 280 pp.) contains a description of a W.E.A. branch, whose classes the author attended when living and working on her son's farm in Cheshire during the second world war. Finally *Lindsey Pie,* a report on a project for improvement of the environment (Lindsey and Holland Rural Community Council, 1971, 159 pp.), includes an appendix describing the work of a W.E.A. class as well as information on Women's Institutes and Rural Community Councils.

6 The Local Education Authorities

It seems most satisfactory to divide this section into two parts, 1918–45 and 1946–72, although the distinction cannot be sharply drawn.

1918–1945

The Report of the Second Annual Conference of the British Institute of Adult Education, *Adult Education and the Local Education Authority* (British Institute of Adult Education, 1923, 47 pp.) includes a summary of the Third Session of the Conference on adult education in rural areas. A more substantial treatment is provided in the important *Adult Education and the L.E.A.s* of the Adult Education Committee of the Board of Education (H.M.S.O., Board of Education, Pamphlet No. 11, 1933, 181 pp.). It surveys adult education in various parts of England and Wales, makes numerous references to work in rural areas with interesting examples, and discusses Village Drama and the County Libraries.

The ideas behind and the development of the Cambridgeshire Village Colleges have now had a persisting influence on education for nearly fifty years. *The Village College* by Henry Morris (Cambridge University Press, 1924, 28 pp.) is one of the classic documents of adult education. In it the author outlines his scheme for the creation of institutions, designed to achieve a cultural revival in the countryside, combining the functions of schools and centres for adult education under wardens responsible for both areas of activity. At the opening of the Sawston Village College, a *Times Educational Supplement's* leading article ('Village Colleges', 22nd October, 1927) called it 'a model for all the rural areas in the British Isles'. During the war H. C. Dent published *The Countryman's College* (Longmans for the British Council, 1943, 32 pp.) which, strangely enough, remains the only separate publication on the Village Colleges apart from Morris's own Memorandum: it describes the colleges and contains illustrations of their buildings and activities.

The spread of interest in the Village Colleges overseas is shown by *The Country School,* by Irma Elsie Schatzmann, (University of Chicago Press, 1941, 249 pp.): it contains a chapter on England with a description of the Village Colleges.

Lancashire introduced a special scheme for its rural area to the north of the Ribble. It is the subject of two articles by C. James, who was the first organising tutor responsible for its operation. The first to appear was 'Adult Education in Rural Lancashire' (*Journal of Adult Education,* Vol. V, No. 2, April 1931) and the second Chapter IV on 'Adult Education' in *Education in Lancashire* (Ginn and Co., 1932, 149 pp.). A further article, by P. Meadon, 'The Work of the Local Education Authority with special reference to rural areas', (*Adult Education,* Vol. X, No. 4, 1937–38, pp. 309–334), discusses the 'simpler, less strenuous and less abstract forms' of adult education needed in the countryside, with special reference to the Lancashire County Scheme. N. and J. H. Higginson in

'Tutors on Wheels' in *Great Adventure* (University of London Press, 1945, 146 pp.) provide another description of the scheme as seen from the organising tutors' point of view. Finally still another organising tutor, S. H. V. Argent, outlines his efforts at film education in North Lancashire in 'The Education of Film Taste' (*Adult Education,* Vol. XVI, No. 3, March 1944, pp. 126–129).

1946–1972

In dealing with this period it is first necessary to remind readers that under the Education Act of 1944* local education authorities had to prepare schemes of further education for submission to the Ministry of Education, and that under the Act, in practice, the Education Committees of the County Councils are responsible for rural areas.

The only general survey of the schemes of local education authorities which has been published is N. A. Jepson's 'Local Authorities and Adult Education', Chapter IV of *Trends in Adult Education,* edited by S. G. Raybould (Heinemann, 1959, 271 pp.). Jepson, however, deals with all L.E.A.s and only looks in passing at provision for rural areas.

The schemes of the county local education authorities were usually given the title *Scheme of Further Education and Plans for County Colleges* although some had a simpler title such as *Development Plan for Further Education.* It is difficult to say whether they were published in the usual sense of that term, but many were given a wider distribution than among members of county councils. Some were printed and some duplicated and they vary in size from four pages for the Isles of Scilly (which mentions its own peculiar problem – that people cannot attend further education classes between Christmas and Easter because of the daffodil harvest) and eleven pages for Rutland to over a hundred pages for such counties as Lancashire, Kent, Somerset, Nottinghamshire, Hampshire, Northamptonshire and Norfolk.

The schemes include a great deal of information about adult education in the rural areas for which the County authorities are responsible, covering such aspects as policy in relation to evening institutes or similar institutions, the appointment of organisers and tutors, village halls, relations with Women's Institutes and other voluntary organisations, and rural drama. Many include useful maps and a number, e.g., Warwickshire (1948, revised 1952, 39 pp.), Brecon (1948, 17 pp.), Northamptonshire (1949, 104 pp.), Salop, (1955, 41 pp.), show the influence of the Cambridgeshire Village Colleges on the thinking of their compilers.

Some have particular features which should be indicated. The Lancashire scheme (1948, 134 pp.) contains another useful outline of its special provision for the County's northern rural area, Norfolk (1952, 122 pp. and maps) is especially interesting because of its description of the Norfolk Rural Music School. Hampshire (1948,

*Op. cit. p. 10.

101 pp.) also gives a good deal of attention to music. Pembrokeshire (1945, 28 pp.) provides interesting information on the work of a variety of voluntary organisations. Montgomeryshire (1948, 23 pp.) gives particulars of the further education activities of churches and chapels. Monmouthshire (amended version, 1948, 61pp.) outlines provision for voluntary agricultural and horticultural associations and proposes the creation of community colleges in rural areas. Nottinghamshire (c.1949, 113 pp. and maps) is interesting on relations with its Rural Community Council. East Sussex (1951, 23 pp. and maps) describes special arrangements for the administration of evening classes arranged in conjunction with its Federation of Women's Institutes. Cambridgeshire (1944, revised 1955, 45 pp.) has an important section outlining the functions and organization of Village Colleges. Somerset proposes local Arts Councils or Art Societies working in connection with the national Arts Council. Leicestershire (1945, 53 pp.) should be read in connection with the numerous descriptions of the subsequent development of its adult education work : associated with it was a *Memorandum on Community Education* which appeared as an appendix to the County's scheme of further education (pp. 35–42) and included an analysis of the effects of colleges (Village, Community or County) in rural areas.

The period from 1945 onwards produced a further output of writing on the Cambridgeshire Village Colleges. H. C. Wiltshire in 'Impington and Adult Education' (*Adult Education,* Vol. XVIII, March 1945, No. 3, pp. 125–134) describes and comments on the writer's experiences as the tutor responsible for adult work. A. B. Ware, 'An Experiment in Local Studies in Villages served by the Village College, Impington' (*The Village,* Vol. 9, No. 4, Winter 1954, pp. 127–131), describes the work of eight study groups in different villages on village history: one of these, in Girton, prepared a history of the village which was published. David Holbrook, 'Sweetness and Light for Hodge – First Months of a new Village College', (*Journal of Education,* Vol. LXXXVIII, 1956, pp. 138–142), describes the beginning of the work of the College at Bassingbourn. In 'Henry Morris and the Village College' (*Guardian,* January 13th, 1962) the same author outlines the work of the Village Colleges and discusses their wider significance as a model of provision for urban as well as rural areas. Margaret Hunter in 'Village College' (*Adult Education,* Vol. XXXIII, No. 6, March 1961, pp. 310–314) outlines her work as the adult tutor at Swavesley. A different aspect is dealt with by E. H. Alder in 'Cambridgeshire Inter-Village College Federation', (*Adult Education,* Vol. 40, No. 2, July 1967, pp. 92–95) ; the arrangement of joint meeetings by the Colleges for conference on their affairs. Wilfrid Down, " 'Night School' and 'Boarding School' " (*Adult Education,* Vol. XXIV, No. 2, Autumn 1951, pp. 135–139), compares work in the Wansfell Residential College in Essex and in one of the Village Colleges. James Harvey, 'The Arthur Mellor Village College' (*The Village,* Vol. X, No. 2, 1955, pp. 63–66) describes a new college founded on the same lines as those in Cambridgeshire by the Soke of

Peterborough L.E.A. Finally a critical note on the Village Colleges by Keith Butler and Colin Morgan, 'Village Colleges Re-examined' (*Adult Education,* Vol. 39, No. 1, May 1966, pp. 15–20). in which the Colleges are held to be unsatisfactory because of the dual functions of their Wardens as both heads of schools and of adult education centres.

Another county whose work in adult education has prompted a substantial volume of writing is Leicestershire. Reference has already been made to the *Memorandum on Community Education.** *In Our Experience,* edited by Stewart C. Mason (Longmans, 1970, 201 pp.) describes the reorganization of education in the County and includes chapters by S. C. Western and P. A. Baynes on the Community Colleges developed under the influence of the Cambridgeshire Village Colleges. A. N. Fairbairn, 'Adult Education in a Community Context' (*Adult Education,* Vol. 43, No. 4, November 1970, pp. 219–228) foreshadowed his longer exposition in *The Leicestershire Community Colleges* (National Institute of Adult Education, 1971, 40 pp. and plans), which describes colleges designed for children, youth and adults, with reference to their relationship to rural areas of scattered population. Another exposition, which appeared at about the same time was by Bernard R. Harvey, 'The Community College in Leicestershire : an Interim Report' (*Studies in Adult Education,* Vol. 3, No. 2, October 1971, pp. 140–153). Another general exposition is by P. A. Baynes, 'Leicestershire Community Colleges' (*Notes and Studies,* 48, November 1970, pp. 5–18) which is accompanied in the same number of the journal (pp. 19–21) by E. H. Mallory's 'A Leicestershire Community College', a study of a particular college.

Before these publications appeared a number of others had dealt with individual colleges. F. H. Rayner, in 'Trials and Rewards' (*Adult Education,* Vol. XXXVIII, No. 3, September 1965, pp. 133–138) and 'Kegworth Saga II' (*Adult Education,* Vol. 42, No. 3, September 1969, pp. 151–155) provides a personal record of experience at the Kegworth College. R. D. Williams, 'A Pilot Project in Leicestershire' (*Adult Education,* Vol. XXVIII, No. 4, Spring 1956, pp. 273–278) and S. C. Western, 'Community College and School' (*Adult Education,* Vol. XXXVIII, No. 4, November 1965, pp. 191–197) are examinations of the work and problems of the Ivanhoe College in Ashby de la Zouch. *School for the Community,* ed. Timothy Rogers (Routledge and Kegan Paul, 1971, 170 pp.), deals with Bosworth School and Community College; Chapter 13 by Rupert Hurd on 'The Adult Wing' covers adult education.

Both the Cambridgeshire Village Colleges and the Leicestershire Community Colleges were dealt with in a special section on 'Community Colleges' in *Education and Training* (Vol. 14, April 1972, pp. 118–122) : 'Cambridgeshire' is by Barry Turner and 'Leicestershire' by Alison Dunn.

A description of a centre for Further Education in Devon (at South Moulton) is provided by Hugh Brookes in 'Work in a Rural

*Op. cit. p. 28.

Centre' (*Adult Education,* Vol. XXXV, No. 2, July, 1962, pp. 59–64), and continued in 'My Institute' (*Adult Education,* Vol. XXXVII, No. 2, July 1964, pp. 77–80). John A. Nettleton in 'Adult Education Centres in Cumberland' (*Vocational Aspect,* Vol. XIX, No. 44, Autumn 1967, pp. 218–231) deals with centres in another predominantly rural county. A fuller description is provided by Nettleton and D. J. Moore in *School and Community* (National Institute of Adult Education, 1967, 56 pp.). P. B. Turnbull-Edmunds, 'Further Education in a Small Town' (*Adult Education,* Vol. XXVIII, No. 3, Winter 1955, pp. 222–224) provides a brief description of the centre at Rye in Sussex. Another article of a related kind by Peter Jones, 'To Talk of Many Things – A Discussion Group at a Rural Area College of Further Education' (*Vocational Aspect,* Vol. XIV, No. 28, Spring 1962, pp. 41–47) describes an attempt to widen the services of the College at Oswestry in Shropshire to the general public, which resulted in a long programme of discussions. *Education in Shropshire – 1945–65* (Salop County Council, 1965, 123 pp.) surveys twenty years of educational development, with a chapter on further education in which Attingham Park, the residential college, is described as 'the focus of liberal adult education in the county'.

The general policy of a county local education authority is discussed by B. S. Braithwaite in 'Adult Education in East Sussex' (*Rewley House Papers,* Vol. III, No. VIII, 1959-60, pp. 3–8) : it is interesting because of an implied criticism of the Village College as the focus of activity for an area, since it argues in favour of taking classes to small villages as an alternative. Frank G. Crabbe, 'Work in an Office of Further Education' (*Adult Education,* Vol. XXII, No. 1, September 1949, pp. 18–24) describes activities in Cornwall; the writer says that 'The dispersal of the small population of the County is reflected in the Adult Education provision made'. E. T. Dyke, 'Partnership in Oxfordshire' (*Adult Education,* Vol. XXXVII, No. 5, June 1965, pp. 239–244) describes a scheme for rural communities to secure participation by local people in the management of evening institutes. *Beyond the Classroom,* by J. M. Hogan (Educational Explorers, Reading, 1970, 115 pp.) is a record of the author's experience in educational administration with interesting chapters on further education in Somerset and the West Riding.

As far as institutional provision for adult education is concerned J. M. Hogan in 'Building for Further Education' (*Further Education,* Vol. 2, No. 4, March-May 1949, pp. 291–306) deals in part with the needs of villages. A. J. Allaway in *The Educational Centres Movement* (National Institute of Further Education, 1961, 99 pp.) refers to a number of centres in rural areas and is informative on policy in Kent and Cambridgeshire. Guy Hunter in 'Short Term Residential Colleges – Towards a Definition' (*Adult Education,* Vol. XXIII, No. 4, March 1951, pp. 285–289) and *Residential Colleges – Some New Developments in British Adult Education* (Fund for Adult Education, Pasadena, California, 1952, 78 pp.) argues on the basis of his experience as Warden of Urchfont Manor in Wiltshire, that residential colleges should have a special function as cultural centres for rural life.

Special aspects of the work of rural centres have received only limited treatment. G. Hothersall, T. Cockcroft and A. Gates in *The Composition and Motivation of Non-Vocational Students* (Craven Institute of Further Education, c.1969, 42 pp.) analyse the types of students and their motives for attending classes in an area in North Yorkshire. *Teaching in Adult Education in Surrey* (Surrey Education Committee, 1967, 25 pp., duplicated) outlines desirable teaching methods in a county which is largely residential but with some rural areas. W. E. Styler, *Further Education: Part-time Teachers Speak* (Department of Adult Education, University of Hull, 1968, 33 pp.) gives the ideas of a substantial number of experienced teachers in Yorkshire Institutes of Further Education, including a good proportion from rural areas, about their work.

The County Libraries

It seems most satisfactory to deal with the County Libraries, which are a responsibility of the local education authorities, without the division of the period 1918–1972 into two parts.

The evolution of the County Libraries may be studied in *The Proceedings of the Carnegie Rural* (later called County) *Library Conferences* (Carnegie United Kingdom Trust, 1920, 1924, 1926 and 1935).

Initially Library provision for the countryside was regarded as closely associated with adult education. This is brought out clearly by B. A. Yeaxlee in "Libraries and Adult Education in Rural Areas' (*Library Association Record,* Vol. XXIII, No. 2, April 1927, pp. 89–101). Most of the publications dealing with rural adult education in the early part of our period describe the County Libraries or their predecessors, Village Libraries. The Annual Reports of the Carnegie United Kingdom Trust* are also important in this respect. The Public Libraries Committee of the Board of Education in its *Report on Public Libraries in England and Wales* (H.M.S.O., 1927, 356 pp.) has a third chapter (pp. 93–147) devoted to the development of the county library system. E. J. Cornell, *County Libraries* (Grafton, 1938, 260 pp.) is a general description of the work of County Libraries and an outline of their historical background. E. J. Osbourne and F. A. Shaw, *County Library Practice* (Library Association, 1950, 136 pp.) describe (with some scepticism about the results) the supply of boxes of books to adult education classes.

*Op. cit. p. 17.

P.S. (Inserted after printing)

In dealing with the Village Colleges reference should also have been made to Willem van der Eyken's *Adventures in Education* (Allen Lane, The Penguin Press, 1969, 190 pp.): it contains an essay, "Henry Morris: 1889-1961".

7 Voluntary Associations and Institutions

(a) General

The best introduction to this aspect of rural adult education, and one which has wider significance in relation to the whole of this bibliography is Henry Mess, 'Social Service in Rural Areas', (*Political Quarterly,* Vol. XIV, No. 1, January–March 1943, pp. 79–89). It argues that after 1918 'a cultural revival' occurred in the countryside, and describes the part played by the Rural Community Councils, the Carnegie United Kingdom Trust, the Workers' Educational Association, and music and drama. *The Evidence of Voluntary Action* edited by Lord Beveridge and A. F. Wells (Allen and Unwin, 1949, 343 pp.) consists of the material the editors collected in preparing their book on *Voluntary Action:* it includes a memorandum from the National Federation of Women's Institutes, and contributions by A. F. Wells on 'Urban and Rural Amenities' and Joan S. Clarke on the National Council of Social Service, including its Rural Department.

Attention should also be drawn to G. B. Newe's *The Story of the Northern Ireland Council of Social Service* (Northern Ireland Council of Social Service, 1963, 108 pp.), which contains information on Village Halls, and some other aspects of cultural provision for rural communities.

The journal of the National Council of Social Service has always included occasional articles on or related to rural adult education. It is now called the *Social Service Quarterly* (1967–8 – current, Vols. XLI-XLIV) but was previously the *N.C.S.S. Monthly Bulletin* (Series I, 1920), the *British Institute and N.C.S.S. Monthly Bulletin* (Series II, 1920–21), the *Social Service Bulletin* (Series III, 1922 and Vols. III – XX, 1923–39) and *Social Service* (Vols. XXI–XL, 1947–67).

(b) National Council of Social Service

The Annual Reports of the National Council of Social Service (1919–1970 current) contain a good deal of information on Rural Community Councils and Village Halls. The history of the National Council has been written by Margaret Brasnett, *Voluntary Action,* (National Council of Social Service, 1969, 313 pp.); it contains many references to rural adult education and the agencies engaged in it. Attention should also be drawn to the *Annual Reports* of the Scottish Council of Social Service from 1943–44 and of the Council of Social Service for South Wales and Monmouthshire from 1946/47.

(c) Rural Community Councils

All Rural (or County) Community Councils and Councils of Social Service (a name frequently assumed by those most recently founded) publish annual reports. The dates at which they commenced were:

Anglesey 1921, Bedfordshire 1944–45, Breconshire 1958, Cambridgeshire (with Isle of Ely, Huntingdon and Peterborough)

1928 but suspended from 1944–45 to 1947–48, Caernarvonshire 1933, Cardiganshire 1954, Carmarthenshire 1950, Cheshire 1931, Cornwall 1948, Cumberland 1951, Denbighshire 1950, Derbyshire 1924, Devon 1962–63, Dorset 1969, Durham 1936 (irregular) Essex 1938 but suspended from 1940–45 and a special report in 1946 for the war years, Glamorgan 1948, Gloucestershire 1923 but suspended 1939–42, Hampshire 1953, Herefordshire 1926 but irregular until 1949, Hertfordshire 1966, Kent 1932, Lancashire 1944, Leicestershire 1926, Lindsey and Holland 1945, Merioneth 1950, Monmouthshire 1928–29, Montgomeryshire 1920, Mull and Iona 1960, Northamptonshire 1952–53, Northern Ireland 1942, Northumberland 1952–53, North and West Sutherland 1960, Nottinghamshire 1926, Oxfordshire 1926 but suspended from 1943 to 1947, Pembrokeshire 1937–38, Radnorshire 1957–58, Rutland 1924, Shetland 1963, Shropshire 1961, Skye 1950, Somerset 1925, Stafford 1956, Suffolk 1938, Surrey 1949–50, Sussex 1931, Warwickshire 1937 but suspended from 1940 to 1945, Wiltshire 1966, Worcestershire 1947, Yorkshire 1935.

All contain information related to adult education and cultural life in the counties to which they relate. Two Councils with activities to be specially noted are Gloucestershire, with an Adult Education Committee under the chairmanship of the Director of Extra-Mural Studies of the University of Bristol, and Northern Ireland with an Educational Guidance Service for adults.

The Oxfordshire Rural Community Council, the first to be formed, is the subject of a short history by Margaret Campbell, *The Oxfordshire Rural Community Council – A History of the First Fifty Years 1920–1970* (Hadow House, Oxford, 1970, 82 pp.). A review of it by Sir George Haynes, 'Oxfordshire – A Pioneer Rural Community Council' (*The Village,* Vol. 25, No. 3, Autumn 1970, pp. 58–63) should also be read. The Community Council of Kesteven published a survey of its first ten years, *The Community Council of Kesteven* (48 pp., 1958), as a predecessor of its Annual Reports.

Memorandum on Rural Development (National Council of Social Service, 1922, 8 pp.) is a basic document in relation to the establishment of Rural Community Councils; it is interesting in the emphasis it places on their educational functions. The early development of the Councils is the subject of important articles by Guy Ewing, 'The Progress and Work of Rural Community Councils' (*Journal of the Farmers' Club,* Part 4, 1926, pp. 51–66) and by W. G. S. Adams, 'The Progress and Work of the Rural Community Councils' (*Journal of the Farmers' Club,* Part 5, 1929, pp. 80–94). *The Rural Life Conference 1950* (National Council of Social Service, 1950, 24 pp.) is mainly of interest because of the report of an address by H. S. E. Snelson on Rural Community Councils. Also by Snelson 'Rural Community Councils', (*Social Service,* Vol. XXXIII, No. 2, September – November 1959, pp. 70–72) and 'The Story of Rural Community Councils' (*Social Service,* Vol. XXXV, No. 2, September–November 1961, pp. 49–53) provides brief historical surveys. The latter of these articles is available, with minor alterations, as a pamphlet (National Council of Social

Service, 1963, 7 pp.). *Local History Exhibitions – How to Plan and Present Them* (National Council of Social Service, 1951, 12 pp.) should be included here because local history is fostered by the Rural Community Councils: it gives advice particularly on planning exhibitions of village history and suggests follow-up work through adult education classes.

(d) Village Halls and Community Centres

The National Council of Social Service's *Village Halls and Social Centres in the Countryside* (N.C.S.S., 1945, 5th edition, 85 pp. and plans) is the basic publication on Village Halls. In recent years it has been supplemented by a series called *Village Hall Leaflets,* dealing with special aspects of the management of Village Halls, of which the Reference Numbers are 774 (1969), 775 (1969), 794 (1969) and 798 (1970). Attention should again be drawn to *The Village** as another source of information, with frequent photographs of Village Halls. Other publications from the National Council of Social Service are *Recreative and Social Facilities in Villages* (Parish Councils Handbook No. 3, 1946, 32 pp.), which gives legal information and particulars of grants relating to Village Halls, and a Village Hall Series which included *The Site and Building* (No. 1, 1953, 25 pp.), *The Interior* (No. 2, 1954, 23 pp.) and *Design and Construction* (Supplement to 1 and 2, 1955, 24 pp.).

The Ministry of Education's *Community Centres* (H.M.S.O., 1944, 40 pp.) contains a discussion of the needs of rural areas and plans for Village Halls, with some critical observations on the Village Colleges.

The Scottish Education Department's *Planning for Community Centres, Village Halls and Playing Fields* (H.M.S.O., Edinburgh, 1947, 39 pp.) gives outlines of possible provision for a rural area near a town and for villages and glens in sparsely populated areas.

Two items of historical interest may be noted. *The Educational Possibilities of Village Clubs* by a Committee of Enquiry (Department of Adult Education, University College of Nottingham, 1923, 35 pp.) describes the use of abandoned army clubs in rural areas for adult education in the period immediately following the first world war. J. Dawson, 'Coniston Institute' (*The Village,* Vol. 26, No. 2, pp. 36–38, September 1971) describes the uses of a village hall (including adult education) which developed from a Mechanics' Institute in the Lancashire part of the Lake District.

R. H. Hole, 'Lymington Community Association' (*Adult Education,* Vol. XXII, No. 3, March 1950, pp. 177–183) deals with the foundation and work of the Association and its centre. In 'Adult Education in a Community Centre' (*Adult Education,* Vol. XXIV, No. 2, Autumn 1951, pp. 128–134) the same author deals with specifically adult education activities. *Greyfriars* by Mary M. Holman (Ringwood and District Community Association, 1968, 24 pp.) is the history of the first ten years of a Community Association and its centre in a country town.

*Op. cit. p. 9.

(e) **Women's Institutes**

The Women's Institutes are one of the most successful voluntary movements of the twentieth century and have been the subject of a great deal of literature, much of it produced by the National Federation of Women's Institutes itself.

Annual Reports have been issued by the National Federation since 1917; they are very informative about adult education, musical activities and Denman College, the residential college of the Institutes. The Federation's journal is *Home and Country* (Monthly, Vols. 1–54, 1919–1972 current): it contains regular reports about Denman College.

Most County Federations of the Women's Institutes publish Annual Year Books, which usually contain their Annual Report and details of their varied activities, including those directly connected with education. The dates of the first publication of a number of Year Books can be given. They are Bedfordshire, 1922; Berkshire, 1959; Breconshire, 1959; Buckinghamshire, 1957; Caernarvonshire, 1968; Cambridgeshire, 1921; Cheshire, 1927; Cornwall, 1960; Cumberland, 1922; Denbighshire, 1934; Derbyshire, 1919; Devon, 1955; Dorset, 1936; Durham, 1930; East Kent, 1919; East Suffolk, 1972; East Sussex, 1930; Ely, 1963; Glamorgan, 1961; Gloucestershire, 1921; Hampshire, 1921; Hertfordshire, 1968; Holland, 1936; Lancashire, 1956; Leicestershire and Rutland, 1956; Monmouthshire, 1961; Montgomeryshire, 1963; Norfolk, 1923; Northamptonshire, 1957; Nottinghamshire, 1922; Pembrokeshire, 1962; Shropshire, 1960; Somerset, 1964; Staffordshire, 1957; West Kent, 1918; West Suffolk, 1960; Yorkshire, 1957.

It may be noted that most County Federations published Annual Reports before they commenced the issue of Year Books.

Special publications by County Federations include the Golden Jubilee History of that for Somerset (1964, 50 pp.) and a history of the first fifty years of that for Cardiganshire (1971, 48 pp.).

There are a number of general books. J. W. Robertson Scott's *The Story of the Women's Institutes* (The Village Press, Kingham, 1925, 304 pp.) contains many references to the educational work of the Institutes. *Women's Institutes* by Cicely McCall (Collins, 1943, 48 pp.) is a short, popular account with illustrations. The National Federation prepared a similar book, *Introducing the Women's Institutes* (Gryphon Books, 1951, 32 pp.). Two histories of the Institutes are *Countrywomen in Council* by J. E. Courtney (Oxford University Press, 1933, 203 pp.) and *A History of the Women's Institutes Movement of England and Wales* by Inez Jenkin (Oxford University Press, 1953, 177 pp.). *The First Women's Institute School* by Mrs. Alfred Watt and Miss Nest Lloyd (Sussex Federation of Women's Institutes, 1918, 166 pp.) should be noted as a historic work on a fortnight's residential school for voluntary organizers of the Women's Institute movement.

Among articles E. Neville-Smith's 'Self Help and Support – The Example of the Women's Institutes' (*Adult Education*, Vol. XXIV,

No. 4, Spring 1952, pp. 252–255) describes the educational work of the Institutes, Barbara Kaye's 'Looking Back with Pride' (*Home and Country,* Vol. 47, May 1965, pp. 166–169) is a review of the major events in the history of the Institutes, and Molly Millard in 'The W.I.' (*Social Service,* Vol. XXXIX, No. 2, September–November 1965, pp. 57–59) argues that Women's Institute activities are 'adult education in the widest sense'.

The work of the Women's Institutes has been the subject of a number of independent studies. The Board of Education's *Report of H.M. Inspectors on the Educational Work of Women's Rural Institutes* (H.M.S.O., 1926, 22 pp.) is a general outline of the history and organization of Women's Institutes and a more detailed survey of their educational work, especially in the provision of courses on practical subjects. *The Practical Education of Women for Rural Life* by the Sub-Committee of the Inter-Departmental Committee of the Ministry of Agriculture and Fisheries and the Board of Education (H.M.S.O., 1928, 61 pp.) includes a discussion of adult education and the Women's Institutes in a general examination of the practical educational needs of women and girls.

Margaret Phillips, in *Small Social Groups in England* (Methuen, 1965, 318 pp.) has a chapter on 'The Village' and 'Women's Institutes': the latter describes a number of individual institutes. Rosalind C. Chambers in 'A Study of three Voluntary Organizations' in *Social Mobility in Britain* (ed. D. V. Glass, Routledge and Kegan Paul, 1954, 420 pp.) devotes her attention to the Women's Institutes, for which she has high praise, the Women's Voluntary Service, and the British Red Cross Society. Esther Neville-Smith has a chapter on 'Training for Home Making in the Women's Institutes' in *Training in Home Management* by Margaret Wedell (Routledge and Kegan Paul, 1955, 201 pp.); its scope is wider than the title suggests since it deals also with Social Service, Local Government and Cultural Interests.

The history of Denman College has been written by Barbara Kaye, *Live and Learn – the Story of Denman College* (National Federation of Women's Institutes, 1970, 128 pp.). The life of Lady Denman, after whom the College was named, has been written by Gervase Huxley, in *Lady Denman C.B.E., 1884–1954,* (Chatto and Windus, 1961, 205 pp). Lady Denman is also the subject of an article in the *Dictionary of National Biography 1951-60* by E. Brunner, (Oxford University Press, 1971, pp. 295–296). An article by Lady Anglesey, 'Denman: The Women's Institute College' (*The Village,* Vol. 14, No. 1, Spring. 1961, pp. 28–30) deserves to be mentioned. Finally since 1954 the College has published an annual list of courses.

The National Federation issues a list of publications, many of which are concerned with the practical activities of interest to its members. One publication which should be specially mentioned, however, is *Public Questions – The Annual General Meeting Record.* This contains all the resolutions passed at Annual General

Meetings and is in loose leaf form so that new resolutions may be added.

Scotland has its separate Women's Institute movement in the Scottish Women's Rural Institutes: an Annual Report has been issued since 1918. The history of the first twenty-one years is given by Catherine Blair in *Rural Journey – A History of the Scottish Women's Rural Institutes from Cradle to Majority* (Nelson, 1941, pp. 166). A more recent unsigned article may also be read, 'Scottish Women's Rural Institutes' (*Scottish Adult Education,* No. 13, April 1955, pp. 12–13). *Scottish Home and Country* (Monthly, Vols. 1–49, 1924–1972 current) is the Institute's periodical. *Westrigg – The Sociology of a Rural Parish* by James Littlejohn (Routledge and Kegan Paul, 1963, 171 pp.) should be included here because it contains an interesting analysis of the local Women's Rural Institute.

(f) Dartington Hall

'Dartington Hall Adult Education Centre 1947–50' by Alan Milton (*Adult Education,* Vol. XXIII, December 1950, pp. 206–211) outlines the work the Centre undertakes. *Dartington Hall – The History of an Experiment* by Victor Bonham Carter (Phoenix House, 1958, 224 pp.) is a general history and description of Dartington Hall, with numerous references to its adult education and cultural activities. The same author provides a further description, putting Dartington Hall into a general discussion of the problems of the countryside, in *The Survival of the English Countryside* (Hodder and Stoughton, 1971, 240 pp.). *The Story of Dartington,* by several authors (Dartington Hall, 1964, 40 pp.) contains a chapter on 'Community' which has a section on adult education.

Attention should also be drawn to *Dartington Hall News* (Weekly since 1927, Nos. 1–2668, current), which gives details of the adult classes and cultural activities with which Dartington Hall is associated.

(g) Avoncroft

A residential college for rural workers, Avoncroft, was established in 1926 at Offenham, near Evesham, in Worcestershire, modelled on the Danish Folk High Schools. Later it was moved to Stoke Prior, near Bromsgove, where it still exists, although since 1952 it has operated as a college offering general short term courses.

Little was written about the College except by James Dudley, its first warden, who published 'Avoncroft, A Residential College for Landworkers' (*Common Room,* Summer 1926, pp. 10–11), in which he described proceedings at the opening ceremony, 'Avoncroft College for Rural Workers' (*Bulletin,* World Association for Adult Education, Second Series, No. VII, February 1937, pp. 31–37), the story of the College's first ten years, and *Avoncroft: an Experiment in Rural Education* (Avoncroft College, 1944, 21 pp.).

(h) Young Farmers' Clubs

Young Farmers' Clubs have sometimes been criticised for being too much occupied with public speaking competitions and social and general interest events rather than agricultural problems. They earn a place in this bibliography, however, mainly because of their general educational activities. The best and most complete survey is *Young Farmers' Clubs* by G. P. H. Hirsch (National Federation of Young Farmers' Clubs, 1952, 259 pp.). N. M. Cromber, *Agricultural Education in Britain* (Longmans, Green and Co., for the British Council, 1948, 28 pp.) provides a useful brief account of their history and organization. *Young Farmers' Clubs – Their Organization and Functions* (National Federation of Young Farmers' Clubs, 1949, 24 pp.) is an explanatory pamphlet with a short bibliography. M. Hills, 'The Young Farmers' Club Movement' (*Journal of the Royal Agricultural Society of England,* Vol. III, 1950, pp. 47–64, republished as a pamphlet by the Federation of Young Farmers' Clubs, 1950, 16 pp.), is a survey of the movement in all its aspects.

The Annual Reports of the National Federation of Young Farmers' Clubs (from 1929 to 1972, current) should also be consulted. The Federation published a journal, *The Young Farmer* (quarterly, Vols. 1–36, 1929 to 1939 and 1944 to 1969, which was replaced from July 1969 by *The Young Farmers' National News*, current).

The Scottish Association of Young Farmers' Clubs has issued an Annual Report since 1939. It published a journal, *The Scottish Young Farmer* (quarterly 1947–1962, monthly 1963–69, Vols. 1–17) but this is now replaced by *Young Farmers' News* (quarterly, 1969–1972, current).

The Young Farmers' Clubs of Ulster has published an Annual Report since 1946. Its journal, the *Ulster Young Farmer* (monthly, Vols. 1–15), was started in October, 1946, and discontinued with the number for June, 1971.

8 The Arts in the Countryside

(a) General

Nearly all the material about the arts in general or more than one medium belongs to the post-war period. The chief exception is a report by a Joint Committee administering a fund provided by the Carnegie United Kingdom Trust called *Music and Drama in the Villages* (National Council of Social Service, 1931, 31 pp.). *Music and Drama in the Counties* (National Council of Social Service, 1949, 119 pp.) consists of reports under the same cover of the Standing Conference of Drama Associations and the Standing Conference of Music Societies: it is mainly concerned with urban but contains references to rural areas. *The Visual Arts in Yorkshire* by Theo Moorman (Arts Council, 1950, 64 pp.) is a directory of galleries and art groups, which contains details relating to a few in rural areas.

The well-known White Paper, *A Policy for the Arts* (H.M.S.O., 1965, 22 pp., Cmnd. 2601) qualifies for inclusion partly through its references to Regional Associations for the Arts and for its statement that 'every community, large and small' might have its own Arts Centre.

The Annual Reports of the Arts Council from 1944–45, contain occasional references to rural areas and country towns; the sections on Regional Associations, Scotland and Wales and the lists of exhibitions and other activities are important in this respect. The Arts Council also issued five copies of an *Arts Bulletin* in 1970-71. The activities and accounts of the Scottish and Welsh Arts Councils are covered in the Annual Reports of the Arts Council, but a separate report for Scotland was issued in 1948–49, and separate bilingual reports for the Welsh Council appeared in 1969–70 and 1970–71. More information may be found in the Annual Reports of the Regional Associations: the dates from which they were first issued are Southern Arts 1968–69, North Wales 1967–68, Mid Pennine 1967, Lincolnshire 1965–66, Northern (formerly North Eastern) 1961–62, Merseyside 1968–69 Greater London 1966, East Midlands 1969–70, South Western 1956–57, West Midland (formerly Midlands) 1959–60, Yorkshire 1969–70, Eastern 1972, North West 1966–67, North Wales 1967–68, West Wales 1971–72.

W. H. Leighton's *Avoncroft Arts Society: a History 1940–61* (Fircroft College, Bournville, 1962, 20 pp.) is an account of an Arts Society in a rural area on the edge of the Birmingham conurbation. 'A Rural Revolution' by John Lane (*The Village,* Vol. 25, No. 1, Spring 1970, pp. 5–9) describes the work of the Beaford Arts Centre in Devon, but it should be noted that it is associated with Dartington Hall. *The Arts in the South* by Neil S. Duncan (Southern Arts Association, 1970, 175 pp.) is a preliminary survey and report containing interesting information about some rural areas. *A tale of two cities* by Richard Findlater (*Arts Bulletin,* No. 5, September 1971, 22 pp.) is interesting on Salisbury as a centre for the arts which provides for an extensive rural area, but the second city is Birmingham. *Festivals* (*Arts Bulletin,* No. 1, Summer 1970,

23 pp.) gives a list of festival centres, including a good number in rural areas.

(b) Drama

The Drama in Adult Education, by the Board of Education Adult Education Committee (H.M.S.O., 1927, 239 pp.) is a comprehensive study which contains a chapter on 'The Drama in the Countryside'. It gives full descriptions of a number of drama societies in villages and country towns.

The *Amateur Dramatic Year Book* (A. and C. Black, for the British Drama League, 1929, 201 pp.) contains a chapter on 'Village Drama' by Margaret MacNamara.

M. Kelly, *Village Theatre* (Nelson, 1939, 189 pp.) is a history of drama in villages, and a survey of the scene at the time it was written, with special reference to Devon. By the same author *Group Play-Making* (Harrop, 1948, 112 pp.), provides advice to groups who wish to make their own plays, based on experience in villages in Devon.

'Amateur Drama and the Community' by L. du Garde Peach (*Further Education,* Vol. 2, No. 4, March–May, 1949, pp. 340–343) is mainly devoted to a description of the village theatre at Great Hucklow, in Derbyshire, which the author founded. Another article about the Great Hucklow Theatre is 'Visit to the Village Theatre, Great Hucklow' by Diana Caroll (*Foundation Papers,* Supplement No. 4, 1948, pp. 61–63).

Robert G. Newton, 'Drama in Villages and Clubs' (*Adult Education,* Vol. IX, No. 4, June 1937, pp. 271–275), as the title indicates deals partly with drama in a village setting and partly with its possibilities in Unemployed Clubs. David Hobman, 'Theatre in a Village' (*The Village,* Vol. 14, No. 4, Winter 1959, pp. 128–130) describes the village theatre at Rosehill in Cumberland. 'The Minnack Theatre' by Frank Ruhrmund (*Drama,* New Series, Spring 1963, No. 68, pp. 38–39) deals with a well known open air theatre in Cornwall.

Although belonging to the Women's Institutes the right place for *Focus on Drama* (National Federation of Women's Institutes, 1968, 91 pp.) seems to be here. It consists of chapters by various authors on aspects of play production and is both comprehensive and very well designed.

As far as Scotland is concerned, Walter R. Cockshotts' 'The Scottish Community Drama Association' (*Scottish Adult Education,* No. 4, April 1952, p. 17) describes the most significant organization. The Association has published Annual Reports since 1932 and has issued a *Bulletin* thrice yearly since 1949.

(c) Music

Publications on music relate mainly to the work of the Rural Music Schools. 'Rural Music Schools in England' by E. Mary Ibberson (*Bulletin,* World Association for Adult Education, Second Series, No. 10, August 1937, pp. 38–40) is an article by the

founder of the movement which describes its early history. By the same author 'Music and a Hundred Years of State Education' (*Making Music,* No. 74, Autumn 1970, pp. 11–14) is also devoted to history but puts the Schools into the general framework of musical education. 'The Rural Music Schools Association' by Fanny Street (*Adult Education,* Vol. XIX, No. 1, September 1946, pp. 34–36), 'Little Benslow Hills – Headquarters of the Rural Music Schools Association' by L. S. Haynes (*Adult Education,* Vol. XXVI, Spring 1954, pp. 299–300) and *The Local Education Authority and the Rural Music School* (*Adult Education,* No. 4, Spring 1952, pp. 305–6) although brief deserve to be read.

The best outline of the aims and work of the Schools is *The Rural Music Schools* (Rural Music Schools Association, Hitchin, 12 pp.). *The Annual Reports* of the Federation of Rural Music Schools 1935–1938, of the Rural Music Schools Council from 1939 to 1944, and of the Rural Music Schools Association from 1945 should be consulted. The Association publishes a journal, *Making Music* (three times yearly, Nos. 1–76, 1946–72, current) in which all material published is significant.

Finally the general survey of music in Britain, part of the Arts Enquiry sponsored by Dartington Hall, *Music* (Political and Economic Planning, 1949, 224 pp.) contains a chapter on 'Amateur Music Making' and sections on 'Music in Rural areas', 'The Carnegie Trust's Policy' and 'The Work of County Music Committees' and numerous references to the Rural Music Schools.

9 Broadcasting and Television

Very little has been written about broadcasting in relation to rural audiences. F. G. Thomas, 'Regional Broadcasting and Adult Education in a Rural Area' (*Adult Education,* Vol. VIII, No. 3, March 1936, pp. 240–248), discusses the impact of sound broadcasting on village dwellers in Devon and describes a series of special talks for them. J. H. Higginson, *Group Listening in Rural Lancashire* (Lancashire L.E.A. 1940, 15 pp.) deals with the work of listening groups in the area of the Lancashire rural scheme. Jeremy Howell, *Educational Television for Farmers* (University of Reading Agricultural Extension Centre, 1968, 96 pp.) just about qualifies for inclusion since it is a research study designed to assess the effectiveness of informal adult education programmes (although on agricultural topics) for farmers in Hampshire.

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